DOCUMENT RESUME

ED 093 870 SP 008 239

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TITLE Can the Teacher Education Institution Respond Through the Teacher Education Center to the Changing Needs and Expectations in the Field?
PUB DATE Jun 74
NOTE 36p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *College School Cooperation; Inservice Teacher Education; Interinstitutional Cooperation; Preservice Education; *Student Teaching; *Teacher Centers; *Teacher Education
IDENTIFIERS *Wheelock College

ABSTRACT

In the fall of 1971, Wheelock College initiated five teacher education centers in cooperation with local schools in the Boston area. Through this cooperative effort, school staff were permitted to use Wheelock's library and resource center and to attend seminars and mini-workshops. The cooperating teacher received recognition not only as an educator of young children, but also as an educator of teachers. The Wheelock College Teacher Education program was strengthened by offering students opportunities to become more integrally involved in the school, its services, and its community, thereby developing a more realistic understanding of the teacher's role. The Teacher Education Centers provide opportunities for personal and professional renewal for both students and teachers through: (a) opportunities for joint appointees of the college and the school to take sabbatical leave for study at the college, (b) participation by selected seniors in a productive work-study program, and (c) increased opportunity for support to teachers by the school and the college. Teacher Education Center students agreed that participation in the center helped them to become more attuned to children both in and out of school; that the college teacher was more accessible to them in the center; and that total immersion in the real work-world of the teacher was a beneficial learning experience. (HMD)

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CAN THE TEACHER EDUCATION INSTITUTION RESPOND THROUGH THE TEACHER EDUCATION CENTER TO THE CHANGING NEEDS AND EXPECTATIONS IN THE FIELD?

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June 1974
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SP008 239

CAN THE TEACHER EDUCATION INSTITUTION RESPOND TO CHANGING NEEDS AND EXPECTATIONS IN THE FIELD?

The Educational Continuum

Today, more than ever, the education of man in Western culture is viewed in what would appear to be logical, chronological segments: nursery; elementary; secondary; etc. Whether this apparently logical segmentation satisfies the intellectual, psychological and sociological needs of human beings living in this place and time is being seriously questioned on many sides. Strenuous attempts are being made to reconstruct and reshape the traditional institutional patterns of education. In relating to this reshaping process, Wheelock College and its Early Childhood Education Department are providing leadership by demonstrating responsiveness to an "educational continuum" rather than to only a segment, early childhood education, per se.

The term "educational continuum", as it is used here, requires definition. It is a comprehensive, inter-related view of the totality of education. It encompasses all of men's "ages and stages" as well as his individual and social needs, interests and concerns. The educational continuum takes into full account the myriad aspects of a rapidly changing world upon which man exists precariously.

One can view the educational continuum as being made up of the following three inter-related aspects:

A. The institutional patterns which have evolved and/or been developed by a society;

B. Ways of sequencing experiences, expectations and societal demands in response to the developmental sequence of both individuals and groups;

C. A potent and necessary means of attempting to meet both the valid traditional needs of society and the current, changed and changing patterns of societal needs.

The Institutional Pattern

The institutional pattern of education traditionally has been thought to begin at four or five years of age, when the child enters pre-school or kindergarten and to end when the young adult emerges from high school or college. The educational continuum can no longer be viewed as containing only a single acceptable route, a narrow linear path of schooling from pre-school through college. It should be conceived of as beginning at the birth of an individual and ending only with his death. Each person should be helped to see himself as being part of the educational continuum, regardless of abilities, disabilities, life-style, age, and all the other aspects which together comprise each unique individual.

In attempting to understand the process of education, and to make it both more effective and more efficient, we have unfortunately sometimes become over-mechanistic and rigid in our thinking and in our actions. One result of this has been the "single-way", linear approach to people and to schools and our emphasis upon finding ways of helping/requiring/forcing people to fit into the linear educational pattern.

Sequence of Experiences

In contrast, the sequencing aspect of the educational continuum can provide viable, flexible, creative means of responding to each person with his own current individual needs, capacities and directions. Appropriate timing and sequencing can provide impetus and indicate relevancy for individuals who are functioning within the educational continuum.

This is true for all those participating in the learning process; the college student, the teacher of children, the college instructor, and the administrator in both school and college. Each brings a variety of aspirations competencies and experiential backgrounds. For the college student, the

immediate focus of our concern, these should be envisioned as building blocks rather than as a portion of a linear set of requirements for all.

Student teaching, for example, ought to occur at a time, and in a sequence which both the student and his advisor feel to be advantageous for him. The rigid limitation of student teaching for all students to a specific time, such as the last half of the Junior Year and the first half of the Senior Year, does not seem to be universally advantageous.

Another illustrative example is the experienced teacher of children who feels a need for time in which to reflect and study more recent educational theory and research findings. This is viewed as personal and professional renewal and a major contributing force in institutional renewal. Opportunity and time should be planned within the context of the school-college program. "Mini-grants", sabbaticals, joint research projects and other administrative responses and approaches can be identified to help the individual in sequencing his learning continuum. In other words, institutions and the educational continuum should support individuals in the process of self-actualization and personal/professional development.

Changing Patterns of Societal Needs

The development of ways of meeting the ever-changing patterns of societal needs makes up the third inter-related aspect of the educational continuum. Society, like the individuals who comprise it, needs to respond appropriately both to creative, constructive, innovative efforts and directions and to those of that are found to be unproductive. As John Gardner pointed out, in all of history no people has seriously attempted to provide for the continuous renewal of institutions.[1]

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[1] John Gardner, "Toward a Self-Renewing Society", Time, April 11, 1969; pp.40-4

Traditionally, our efforts toward meeting educational needs have been in the direction of manipulating or rearranging relatively superficial aspects of our educational institutions. It is time to look in new ways at the total educational continuum in our changing society.

The available resources, human, physical and material, should be considere as the major "warp and woof" of the educational continuum. A prime goal is helping people toward self-realization. A concomitant focus is the accruing of knowledge and the development of skills needed for the realization of appropriate social goals which may be either traditional goals or the currently emerging social goals.

The linear, single path approach to the education process, with its rigid, artificial demarcations and gradations, appears to be both archaic and anachronistic. This is exemplified by the frequency with which teachers and/or administrators have demanded that a certain level of "knowledge" be achieved by all students at a specific time. The linear system of education may then convulse itself in its attempt to attain this goal, or the educational process may break down tragically within the student who finds himself, "failing".

It would seem that we need to look, from fresh perspectives, not only at the demarcations embodied in the concepts of "first grade", "high school senior", "Ph.D.", and departmentalization on any level, but also at the compulsory education law and the child labor act. Unfortunately, laws, like schools, tend to lag dangerously behind current needs. Undeniable, these laws once provided essential protection. However, today, a thirteen year old boy, who has found through eight years, that for him, schooling as it is currently constructed is both meaningless and defeating, is not served well by laws which demand school attendance and prohibit him from working at the garage toward which his interest and competence draw him. Or, as another example,

our Wheelock students may not be well served by the requirement that all student teaching, without exeception, must be done during the last half of the Junior year and the first half of the Senior year. We can ask ourselves why student teaching is part of the Wheelock program. What do we hope students will derive from their student teaching experiences? Our answers can help to clarify whether we perceive the process of education as being designed to serve people or to be served by people.

It is the responsibility of the Early Childhood Education Department to provide for students, and guide them through, four years of viable "education experiences" which will build toward placing in the field knowledgeable, concerned, skillful, and sensitive teaching professionals. This goal requires that students participate in a balanced program of practical experience and theoretical evaluation and study. Community settings which offer to our students opportunities for constructive practical experience are being identified. These settings serve as models which both student and faculty members can use for purposes of patterning or discussion. Research indicates that it is these practical, student-teaching experiences which will be heavily relied upon as models when the student becomes a beginning teacher.

In order to contribute well-prepared teachers to the rapidly changing field, it is important that students gain as broad a perspective as possible of the diversity of environments and settings in which the education process takes place. Fruitful community settings which welcome our students are being sought out and found in urban, suburban, rural and "other culture" milieux. By making the "other culture" dimension (South American, Chinese American, British Infant School, etc.) available to our students we broaden their professional base. Not only will the students be better prepared to function effectively and with empathy in educational settings very different

from their own previous experience, but they will also be better prepared to understand, empathize and interpret the wide variety of backgrounds that children bring with them to schools in even the most familiar settings.

The educational continuum encompasses not only pre-service education but in-service education as well. At a time when accepted knowledge must come under continuous, close scrutiny, participation by all who are engaged in the process of education is eagerly being sought. The "regenerating" of people in any institutional setting is considered as an integral part of the continuum. People who see themselves as learners in a lifelong learning continuum can remain vital and maintain responsive, "long-view" of the process of education.

The Continuum - The Administrative Perspective

It is important to maintain an over-all administrative view of each educational setting as being an inter-related and integral part of the educational continuum. Supervisory staffing, funding, research and program support need to be made available in those settings where they are feasible.

This view would also mean that the resources (human, physical and material) of one setting would be available as resources to other settings (and to the College). Not only would the College and the other settings support each other's programs, but continuous interaction and concomitant program supports would occur among the participating institutions. The College role, as provider of a theoretical educational framework, would become more closely integrated with the practical implementation effected in the varied community settings. Direction suggested by research findings could be tried out promptly and if successful, they could be put into practice more effectively and efficiently within the design of a responsive educational continuum. Theoreticians and practitioners who are participati together in a professional enterprise will become increasingly aware of the

need to consider problems within a context broader than one's own discipline, one's own institution, or one's own particular bias.

THE TEACHER EDUCATION CENTER (TEC)

The Teacher Education Center concept represents an important way of responding to the broad goals encompassed by the educational continuum. Each of the Teacher Education Centers which has been instituted to date has contributed data which has facilitated the work of the over-all Teacher Education Center project.

Wheelock Teacher Education Centers were initiated in the Fall of 1971 at the Atherton Hough School in Quincy; the Cabot School in Newton; the Shatswell School in Ipswich; the Pierce School in Brookline; and the Roxbur Community School in Boston. In the Fall of 1972 the TEC group included the Atherton Hough, Cabot, Underwood School(Newton), and the Pierce School as well as the Early Childhood Programs of the Committee for Community Service Incorporated of Martha's Vineyard. During the past two years, a total of 115 students have had opportunities to work in TEC. (See chart below.) While this appears to be a small group relative to the total of 639 Wheelock pre-service student teaching placements during this period, clear directions are beginning to emerge.

TEACHER EDUCATION CENTER STUDENT TEACHING PLACEMENTS

SCHOOL-CENTER	71-72		72-73	
	TERM I	TERM III	TERM I	TERM III
ATHERTON HOUGH	5	8	5	4
CABOT	8	11	7	9
SHATSWELL (IPSWICH)	2			
PIERCE	9	7	6	6
ROXBURY COMMUNITY SCHOOLS	3	4	3	
MARTHA'S VINEYARD		6	6	6
TOTAL	27	36	27	25
TOTAL STUDENT TEACHING PLACEMENTS	155	165	164	155

TOTAL TEC PLACEMENTS-TERMS I & III '71-72..63
TERMS I & III '72-73..52
115

TOTAL PLACEMENTS-TERMS I & III
71-72..320
72-73..319
639

Organic Design

In the first year of operation we found that each Center had its own unique set of concerns, problems, and requirements. We had thought at first that all participating Centers might work well together. However, i became very clear quickly that each institution necessarily felt most concerned about its own "here and now" problems, and feit impelled to concentrate its limited energies on its own urgent requirements.

The flexible, supportive and frequently innovative ways in which the "college supervisors" responded to each of the field settings was a major contributing factor in the successful achievements of the Centers. Two of the Centers were discontinued in the second year, based partly on changes in administrative arrangements. Two new Centers were developed, an additional one in Newton and one in a rural island setting.

This helped to conserve the College's own limited human resources. The designs which have evolved vary from formal contractual joint-appointment relationships to informal arrangements between the College and an individual school. The student teaching experience within the TEC program has varied as well. Some students have had complete "on-site emmersion" experiences in which they lived in the community and took part in all of the school-community activities. Other student teachers have commuted to the Teacher Education Centers and have lived either at home or in the College dormitories.

The Formalized Relationship

The more formal, contractual arrangements seem, at this time, to encourage more commitment and iavestment of self on the part of both the College and the participating schools. The more formal approach seems to follow the traditional, "real world" modus operandi. Any kind of institutional change tends to make economic demands on each of the settings. And a more formal, contractual arrangement provides a means of clearly defining for all commitments and expectations.

The Wheelock College-Pierce School Center in Brookline is one illustration. This relationship was formally proposed to the Wheelock Colleg Teacher Education Department Faculty and Administration for approval in the Spring of 1971. It received formal approval from the Brookline Public School, School Committee in the early Fall of 1971. The following proposal provided the guidelines for the development of the Center and its excellent program.

WHEELOCK COLLEGE - PIERCE SCHOOL - BROOKLINE SCHOOL SYSTEM

COMMUNITY BASED TEACHER EDUCATION CENTER

It is our intent in the school year 1971-72 to design and develop a teacher education center at Pierce School.

If a new educational model is to be realized, teacher education institutions, schools, and other community agencies need to work more closely together on both pre-service and in-service education. The development of an effective and continuing relationship between schools and colleges can assure a better utilization of the resources of each institution. Through joint planning and exploration of mutual educational goals, optimal educational experiences for children will be developed. The improvement of teacher performance as well as innovative planning and program development are other obvious benefits. This cooperative relationship will offer a variety of opportunities for the two institutions to look more objectively at the teaching-learning environment.

The Teacher Education Center plan has obvious benefits for both the local school (Pierce) and for the college (Wheelock) and ultimately for the Brookline School system.

Benefits for Pierce School

A. A variety of new opportunities will be offered to Pierce School through the human and material resources of the College.

1. Pierce staff will have Wheelock College library privileges.

2. The Resource Center which is an open environment providing materials and consultant services for individual teachers will also be readily available for school staff.

3. The Pierce School staff will be invited to the Teacher Education Department monthly Sandwich Seminars at which leaders in Early Childhood Education from the greater Metropolitan area will share their current innovations and trends in the educational field.

4. "Mini workshops" (courses lasting three sessions and given Thursday afternoons) may be available to the Pierce School staff. Our regular policy of one graduate course, at no cost available to cooperating teachers, of course, continues.

B. The creation of a new status dimension for cooperating teachers will result by:

1. Recognizing the cooperating teacher as a teacher-educator as well as a teacher of young children.

2. Recognizing the cooperating teacher's contribution and commitment to the student's professional education through making available a career development ladder.

C. New procedures, innovative operational patterns and additional opportunities may emerge as the Center concept takes form, i.e.:

1. College and school staff interchange;

2. consultant service from the College on specific areas of concern;

3. a sabbatical year spent in a Pierce School classroom by the college teacher;

4. the classroom teacher serving as consultant to college classes;

5. joint research efforts.

The type of services available to teachers will be discussed with the principal and his staff, at one of the early fall staff meetings at the Pierce School. It is hoped that a more fully developed description of the plan can be submitted toward the end of November when some experiences will have been accumulated.

Benefits for Wheelock College

In developing a Teacher Education Center, it is hoped that some of the goals stated below will be achieved.

A. To strengthen the quality of the teacher-education experience by:

1. Developing a mutually advantageous cooperative effort between Wheelock and the Pierce School;

2. Focusing on the growth of the student by individualizing the student teaching experience based on student strength and needs;

3. Coordinating efforts for evaluating student teaching progress through regularly scheduled conferences among the cooperating teachers, the student, and the college resource teacher(s).

B. To develop a more realistic understanding of the teacher's role by:

1. Giving students a greater sense of involvement through specific teaching responsibilities which will develop their creativity, their own style of teaching, and their ability to evaluate themselves and the "learning environment" they initiate;

2. Exposing students to a variety of experiences which would include contact with all services of the school and related community agencies,

3. By offering students the opportunity to live in the community and to become an intrinsic part of the total environment of the children with whom they will be working.

The Plan of Action

The Wheelock-Pierce School Committee recommends that an on-site cooperating teacher become the college advisor for a small group of students (approximately 5) at the Pierce School. The on-site cooperating teacher-college advisor, in conjunction with the staff of the school (the principal, other classroom teachers, special service teachers, etc. and the Wheelock staff), will undertake the support of the student teaching group at the Pierce School.

In order to accomplish the college advisory task, it is recommended that a competent assistant teacher (a Wheelock Senior who was a former student teacher in the on-site cooperating teachers classroom and who is highly recommended by the Pierce School) be employed in order to accomplish all the necessary tasks. The appointment of the assistant teacher would be a joint appointment, the salary defrayed by both Wheelock College and the Brookline School System.

Financial Arrangements

It is our recommendation that the assistant teacher's salary be pro-rated on the basis of the salary schedule developed for teacher aides. The assistant teacher would be in the classroom from September through December

and February 22 through June. It is our recommendation that she receive a stipend for the September through December period from the Brookline Public Schools and a prorated salary for the period from February 22 through June (or the end of Brookline's school year)from Wheelock College. The assistant teacher will complete her B.S. degree work at Wheelock College during the January 1 - February 22 interval.

In conclusion, it is our belief that we will promote an atmosphere which encourages free exchange of ideas through the creation of instructional teams with college and school personnel; that new, flexible teaching patterns will begin to develop a corps of associates in Teacher Education; and that a coordinated, integrated approach to learning and teaching will result.

DATA FROM PARTICIPANTS

The continuum concept and the guidelines developed with the Brookline Public Schools served as the spring-board for other contractual and non-contractual arrangements. Let me highlight at this point some of the recurring themes which have grown out of the relationships with the Centers.

The data reported upon here, are in part, based upon on-going interview meetings, discussions, and other contacts with personnel both at the College and in each of the Centers. The report is also based in part, on a questionnaire sent to past and present Center student participants and to their cooperating teachers.

34 of 115 students who had been placed in Centers during the two academic years of 1971-73 filled out and returned the questionnaires which were sent to them by the College.[1] Four of the respondents had graduated. In addition, teacher questionnaire responses were received from four teachers in the Teacher Education Centers.

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[1] See Appendix A for questionnaires.

The Pre-service Student's View of the Center-More Attuned to Children

All 34 student questionnaire respondents expressed in one way or another that the Center based Teacher Education Program had helped them to become "more attuned to all aspects of the child in the school and in his community." The respondents expressed this in a variety of ways. For example, students who had lived and worked in the same setting made the following statement:

> "We live in a community and are a part of this community as are the students we teach. We see the child outside of school - a very important and influential aspect/picture. The children see us out of school and realize we are "real". We are fortunate to know many other people in the public school system - teachers, principals, guidance counselors.
>
> By attending school meetings, parent meetings, etc. we gain more insight into the complete functioning of a school (system)."

Another respondent provided some other illustrations of what it meant to live and work in the community as a student teaching intern:

> "I was involved with a whole community. I got to meet and see parents in and out of school and in their different roles. I would see them informally almost every night. I feel as if this gives one more of a feeling that you are a teacher. Most student teachers when they leave the building the day is over. Not that they don't plan lessons or workshops at night but they don't bump into Jimmy's mother at the grocery store or Jane's mother in the chorus rehearsal. The kind of involvement and interaction we had with the community was a total experience. I think that Wheelock strives to give its graduates the feeling that teaching is not a five hour a day job. This program not only lets one feel this, but gives them experience in it."

Increased Accessibility of College Advisor

Student appreciation of the increased accessibility of the College advisor for counseling and guidance and their perception of her real understanding of the nuances of the Center setting was another recurring theme:

> "I like having the supervisor right there; she's always accessible and the fact that she's involved in the school lends to her a better understanding of the situation."

Another respondent stated:

> "It was very helpful to me to have my supervisor right there and available, not only for a more thorough feed-back on my progress, but for counseling on problems which arose."

College Advisor Seen In Other Roles

Seeing the College advisor in other professional and non-professional roles led toward more open and trusting relationships between student teachers and College advisor.

> "I feel that I know my supervisor as a teacher and as a friend. I saw her and interacted with her in a variety of social situations. I think this helped me very much in accepting her evaluation of myself as a teacher. I did not feel uncomfortable when she came to observe me."

Or as another person expressed it:

> "You are more personally involved with the supervisor. She is part of the community, and she is functioning in other early childhood program capacities."

The "Real Week" of a Teacher

Experiencing the "real-work-a-week" (five days) of the professional teacher received unanimous support from the respondents in all of the settings. This feeling was shared by the cooperating teachers and the administrators in each of the Centers. Several students expressed it as follows:

> "Five days a week was initially an overwhelming jump into student teaching for a Junior. Within a week, we all seemed to have made effective adjustments. The overall consensus was that we didn't want to miss a day."

> "I think that the added experience you get going five days, is very worthwhile. I really have the sense of the classroom and the children. This has helped me a great deal."

> "By having to be in school 5 days a week, attend faculty meetings staff workshops, curriculum development meetings, parent conferences, etc. we also saw quite early in the game how many outside responsibilities were involved (health records, PTA, playground, curriculum development, etc., etc.)

Seeing Each Other In New Roles

As the TEC Program has progressed, participating students, cooperating teachers and administrators have begun to more fully under-

stand and appreciate their own roles as well as the traditional and non-traditional roles of others. With increasing understanding of individual and "role" competencies, goals of other people and their varied areas of concern, the broadly diverse expectations and perceptions held by many participants have begun to merge. Each participant learns what to expect of the others, and what they expect of him, what he has to gain and what he has to contribute. Each begins to find that he is investing more of himself in the cooperative enterprise, and each finds significant gratification in the process.

One classroom teacher seemed to speak for the others as she responded both to the full-time presence of the student teacher in her classroom, and to the increased involvement in the school by the College supervisor.

> "I feel the Teacher Education Center's benefits have come to the surface only this last semester (Spring 1973) since we have become associated with Wheelock students on a full-time basis. Before full-time student teaching came into effect, Wheelock was only of part-time concern to us, just one of many outside connections, but now it is an important part of our daily schedule. It is a major factor in our school. Not only is Wheelock represented in our classes every day, full-time, but meetings after school, seminars, discussion groups, etc. involve Wheelock students, supervisors and cooperating teachers."

The Communications Process

When dealing with a diversity of people or institutions in varied settings, the process of communication becomes the keystone underlying the successes, and at least partially responsible for the areas of stress. The development of a variety of communication modes is essential so that the vital process of communication can be viewed as nurturing and constructive. It is important that individuals who are participating in these complex inter-institutional relationships to raise questions freely and share with the group both their areas of successes and their areas of frustration. Such honest, constructive communicating makes a major contribution to the newly emerging relationships.

What may appear to be a simple problem, may be more intricate, complex and broadly relevant than anticipated. Even a simple problem can be very vexing. And participants should keep clearly in mind the fact that suggested solutions and help from others are more likely to result when concerns have been voiced. The following is an illustration of an extreme lack of communication. One graduate who responded to the questionnaire indicated that she had been totally unaware that she was participating as an intern in a Teacher Education Center!

It is obviously essential that all participants be clearly informed about what a TEC is, what it means to participate in one, and what the inter-institutional expectations are. This communication should, of course, occur at the time when any new participant joins the program, either in the College, in the school or in other participating agencies.

Written materials have been prepared by the College which offer one means of communication with the participants. In addition, meetings of a generally informative type, involving the College, the schools and other agencies have been another way that TEC purposes and practices have been communicated.

In one Center, the class curriculum, the practicum for interns, and additional concerns of the participants became the focus of a Steering Committee made up of students, cooperating teachers from the TEC, the College teacher and the local school administrators. While this approach seemed to be a time-consuming one for the Steering Committee coordinator (the College teacher), it nevertheless was perceived by the participants as a very helpful means for communicating ideas and concerns. As a student teacher expressed it:

> "I attended a few Steering Committee meetings. It brought cooperating teachers, student teachers and College advisors together and enabled us to plan curriculum meetings, workshops and problem solving together."

The written communication following each Steering Committee meeting was selected as a high point by another respondent:

> "I felt that the weekly printed minutes of the (Steering Committee) meetings were helpful in giving feedback."

The selection of a representative who would assume the responsibility of communicating with the constituency was a recommendation made by several respondents.

> "If a definite student or two (or other constituent representative) were appointed, we could go to these one or two people to have our ideas (and questions) expressed."

Being Pulled In Several Directions

Stress is placed on the individual who bridges two or more institutions, or who serves as the inter-institutional coordinator. This was reported by all of the personnel, the College teachers and by the cooperating teacher who held a joint appointment at the College and in a school system. Where institutions are physically far apart, there is an additional stress factor. It is difficult to participate in important staff and committee meetings at both the "home base" and the other cooperating base of operations. And yet, many crucial proposals, discussions and decisions occur at these meetings. Every effort should be made by cooperating institutions to plan committees and meetings which require the attendance of the coordinators, during the times when the coordinator can be present.

We can develop new and creative administrative responses in order to gain the critically necessary "inter-institutional blend". For example, a sabbatical spent at a cooperating institution might provide the recipient better inside understanding of the philosophy, the goals, and the mechanics underlying the institutional functioning. The process of inter-institutional communications would obviously be enhanced, as well.

In time, load factors may reflect inter-institutional involvement in quite a different pattern than is found today. For example, in the future a coordinator whose role is, in part, to serve the college student, and in part, to serve the teacher in a school and conduct seminars there, may very well hold a joint college-school community appointment.

Experimenting and utilizing the new gifts of technology might become another source of strength in the communications' process. For example, the "speakerphone" has made it possible to achieve instantaneous communication between two (or more) individuals or groups no matter how great the geographical distance separating them.

It is most important to be able to describe a problem and then co-operatively seek appropriate solutions. This is the spirit which can best promote a constructive and responsive "inter-institutional blend".

THE IN-SERVICE-CONTINUING EDUCATION PERSPECTIVE

Learning A Life-Long Process

Implicit in the educational continuum is the view of learning as a life-long process. Although this may seem to be a simple, clear-cut concept it has critical ramifications relative to our view of ourselves and our view of others. The traditional expectation of a cooperating teacher who accepts a student teacher in his classroom is that he has had the training and experience which have fully prepared him with "the answers". In other words, he has been viewed and views himself as a "finished product". Obviously from this perspective, the teacher would be admitting an inadmissable weakness if he were to expose a need for help with program, classroom management, class discipline, or indeed any area other than "the difficult child".

However, when viewed from the perspective of being a life-time learner, the teacher is freed to request and receive help in any area. We need to determine what the process of life-time learning is really all about. The

College has been making an effort in this direction through a two-pronged approach. The traditional and popularly expected College activities are being offered, as well as the beginnings of some non-traditional activities.

Credit Courses and Mini-Workshops

For example, the "credit course" offered by the College at no cost to the cooperating teacher, has been, and continues to be, a traditional college activity which meets enthusiastic field response. However, in addition to this, participants in the Teacher Education Centers increasingly are welcoming the "three session, non-credit workshops" offered by the College. The College's Resource Center, an open environment which provides materials and consultant services, has spearheaded these three session workshops in blockbuilding, woodwork, mathematics and environmental science With increasing frequency teachers are continuing to consult with Resource Center staff subsequent to participating in the workshops. And it is noteworthy that the participants at the workshops have included such non-traditional school personnel as a school director or principal and interested parents. The "end product" of the workshops is not the traditional accumulation of credits, but rather, assistance in self-determined areas of professional concern.

The College Library

Some Center personnel have utilized the library privilege extended to them. However, most library use continues to be by students who return regularly to the campus and make selections of library materials for their Centers.

Changes In Role Perceptions

The traditional view of the role of the college teacher is in transition. As one teacher stated:

> "The supervisor is a member of a three person team, student teacher-classroom teacher-supervisor, to work through problems

> and plan for experiences the student [teacher] needs....I seek help from her if there is a problem with a student teacher. She can help by supplying pertinent information."

This same teacher sees the advantage of the Teacher Education Center as having the College supervisor readily available in any "crisis situations" vis-a-vis the student teacher. On-site seminars have successfully provided classroom teachers with the means for easier access to cooperating field personnel.

Another view held by a cooperating teacher in the same Center, provides quite a different focus.

> "This year I have been attending the Seminars open to us through the College teacher's classes held at our school. We have been exposed to different programs led by instructors from the college, by other experienced cooperating teachers, principals and outside resources....to plan the seminars for the student teachers <u>at</u> the school permits cooperating teachers to attend as well....we're working together for one another's benefit."

Inherent in this comment is the recognition that learning together can be a fruitful enterprise for experienced teachers and others concerned with the school.

Teachers at another Center reported that on alternate weeks a regular "open seminar" was scheduled for teachers, assistant teachers, student teachers and parents. The topics planned were posted well in advance of the seminar meetings.

<u>Career Ladder for Teachers</u>

In the past, the career ladder available to classroom teachers was a very simple and straight forward one. A teacher who demonstrated unusual success in the classroom moved on to an administrative level, such as supervisor, assistant principal or principal. Or with the addition of one or two more college degrees, the move would be to college level teaching. Traditionally very few efforts have gone toward reinforcing a sense of importance and prestige in the "outstanding" performance of an unusually talented classroom teacher. Unfortunately, the best teachers of children

usually move quickly away from the classroom because they are not provided with the necessary and appropriate satisfactions, supports and incentives within the context of the work they do so well.

The dual role of "teacher of children and teacher educator" was considered one that every competent classroom teacher could perform well. However, research and experience have taught us that not every one who can work well with the young child can also work well with the young adult. And not all effective workers with young adults are necessarily as skillful with children.

Delivering Credits On-Site

The directed study format has provided one Center with a viable means for exploring ways of meeting the specific needs of both children and student teachers. Several cooperating teachers worked together in the directed study format under the close guidance of a student teaching supervisor from the College. (Graduate credit was awarded for this experience)

THE WHEELOCK-BROOKLINE PROGRAM

The Internship

As was previously mentioned, a cooperating teacher in another Center held a joint appointment in both a school system and the College. In order for the cooperating teacher to carry out her responsibilities as College teacher and supervisor at her Center, acarefully selected, paid intern from the College received a school system appointment. The intern was screened by the College, interviewed and recommended by the cooperating teacher and the Center school principal and officially appointed by the School Committee. The intern in each year was a senior student at the College. Each received student teaching credit for her 10 month supervise classroom work. In addition each completed all other course requirements during a six-week, mid year term.

Both the two interns who participated in this program graduated from Wheelock and were subsequently employed by the school system in which they had interned. The school system administration has felt that the professional competencies developed and demonstrated by each of the interns were at least equal to those of individuals having taught for a one-year period. Both interns were hired as second year teachers when they graduated from the College.

The On-Site Cooperating Teacher-College Advisor

Since the intern was employed for a full ten-month school year, the cooperating teacher had time to fulfill her role as College teacher during the course of each week (approximately one day per week). Since there is an unusual "staff-team" approach in this particular Center, the other teachers looked upon their colleague's new role of college teacher as an opportunity and a challenge for the whole school. She knew the staff, the children, the administration, the physical plant possibilities and the general problems. A basic feeling of trust was already present.

In this new capacity as College teacher, the cooperating teacher worked on problems pertaining to children in the school, to the student-teacher and to cooperating teachers, as well. A more integrated approach toward the learning process and curriculum development was soon visable. As one teacher from the center stated:

> "The TEC beautifully unites the student and integrates them to the entire institution and to its dynamics and to its specialists. (Also to its problems.) I do feel it is an ideal way to work and from this I have learned."

The Center staff also developed a successful procedure for selecting student teachers. Students were given the opportunity to observe in the classrooms and in the school. A decision was made following a subsequent staff interview with the student. This affords the opportunity for the

student and the teacher to ask questions, to have a dialogue and to make known their ideas and concerns relative to the placement. Upon her selection, the school staff has had the same professional expectations of each student as they have had for themselves. This school-wide respect for the student teacher by their colleagues was often appreciatively reported by them.

While we have not yet collected "hard data" in support, we have found that among other benefits this type of cooperating teacher-college teacher involvement leads constructively toward the revitalization of individuals, as well as toward the "regeneration" of institutions. It also provides some of the necessary stimulation and incentives for competent teachers to share their skills and knowledge with both children and young adults. And, in addition, it begins to provide a creative new kind of career ladder through inservice professional role development. This design has met with gratifying success, in the school, at the College and in the lives of student teachers, teaching interns and cooperating teachers.

SUMMARY

While it is too early to reach any final conclusions about the Teacher Education Center concept, we can point to some trends and we can certainly raise questions.

The Pre-service Student's View of the Center

There were broad areas of agreement among those students whose experience (student teaching) had been in a Teacher Education Center.

1. Students felt that their TEC participation had helped them to become more attuned to all aspects of the child both in his school and in the community.
2. Students reacted very favorably to what they perceived as the increased accessibility of the College teacher for counseling

and guidance.

3. Students also reacted very favorably to their perception that because of her more frequent presence and/or accessibility, the College teacher really understood the nuances of that particular Center setting.
4. Students expressed gratification at experiencing the real, "work-a-week" of the professional teacher.

Question:

To what extent are the students perceptions compatible with the perceptions of the participating College teachers?

Personal and Professional Development and Renewal

1. Previously unthought of possibilities for personal and professional development and renewal become available through the TEC for students cooperating teachers, principals and directors, and college personnel The ways and the extent to which these possibilities have been realized vary among these settings and among the participants. Some of these possibilities are:
    a. The opportunity for a joint appointee of the school system and the College to take a sabbatical year in order to study full-time at the College.
    b. The opportunity for selected College seniors to participate in a productive work-study internship program.
    c. The increased opportunities for both the school system and the College to provide on-going professional support for teachers (particularly beginning teachers).
    d. The likelihood is increased that teachers (or student teachers) who feel themselves as having the ultimate responsibility for their own professional development, will initiate appropriate action to enrich self-determined

professional areas.

Newly Emerging Roles for the College Teacher

As classroom teachers develop new competencies and undertake dual roles (as teacher of children and teacher educator), interesting possibilities of new professional roles emerge for both the classroom teacher and the College teacher.

1. In the TEC, the College teacher begins to provide leadership in curriculum development and improvement for individuals and small groups of teachers. The focus and the sequence are based on the needs and concerns of the participating teachers.
2. The Directed Study and the student teaching curriculum seminars offered on-site are two responses by the College teacher to the needs of the local setting.
3. The College teacher participates and invites the participation of TEC personnel in such College activities as the Resource Center Mini-Workshops, the Day Care Lecture Series, the Sandwich Seminars and introduces appropriate audio-visual and library materials.
4. The College teacher functions in an advisory capacity in the TEC, in such matters as helping to identify new personnel, curriculum development, working with parents and attending PTA meetings.

Questions:

1. When the College teacher functions in these new ways, is the quality of the student teaching experience changed? If so, in what ways? What are the implications for curriculum and supervision?
2. Are there new ways of organizing the College which would facilitate the provision of appropriate assistance to TEC personnel?

3. What are the major components whch require emphasis in order to support classroom teachers in their efforts to succeed in the dual role of teacher of children and teacher educator?

The Communications Process

As professional people work "inter-institutionally", the process of communication requires both a conscious focus and a nurturing approach. Some elments which have been found to effect the process of communication as a crucial element in the successful functioning of the TEC have been identified:

1. Prior to the opening of school, or as soon thereafter as possible a clear explanation of the TEC both verbally and in writing must be presented to all participants, even those with what appears to be only peripheral involvement.
2. The TEC Steering Committee, with representatives of all constituencies, is particularly effective as a means for initiating and planning seminars and providing the opportunity for discussion of TEC and other related concerns.
3. Minutes of meetings concerned with pertinent aspects of TEC, which are sent to all participating personnel can effectively promote communication, understanding and support.
4. The usual bulletin board notices, announcements at meetings, phone calls, etc. were other effective means of informing the constituency.
5. If the participating institutions consciously plan the mechanics of the liason position(s) in ways which support the efforts of those TEC participants who are working "inter-institutionally", the stress factor for those individuals is minimized. As one obvious example, a real effort should be made to insure that meeting times for TEC personnel at each institution are planned

as conveniently as possible for people who work at both institutions. Their presence at such meetings is a major factor in effective communication. Thus far, it seems that neither institution has taken into sufficient consideration the needs of those who function as liason people between them.

Questions:

1. What are the implications for the load factor of individuals who serve as liason personnel?
2. How can this new emerging role, serving two or more institutions be accomplished most effectively?

Institutional Renewal

The "joint appointment" of faculty appears to result in more commitment on the part of each participating institution. It also appears to support the continuing professional development of individuals, and thereby, the process of institutional renewal. The implementing mechanism has been both the "formal contract" and the informal arrangement between institutions. It seems, at this time, that the more formal arrangements, such as contracts, provide for firmer, long-term commitments by the participating institutions.

APPENDIX A

STUDENT'S QUESTIONNAIRE

NAME _____ (optional)

STUDENT TEACHING EXPERIENCE AT

CABOT _____ UNDERWOOD _____ (check one)

1. Are you now teaching? YES _____ NO _____

   Public _____ Private _____ Parochial _____

2. 3 Year Olds _____
   4 Year Olds _____
   5 Year Olds _____
   6 Year Olds _____
   7 Year Olds _____
   8 Year Olds _____
   Other _____ (Please be specific; fill in ages of children where appropriate.)

3. How would you evaluate the preparation for teaching you received in your student teaching experience at Cabot or Underwood?

4. Do you feel that The Teacher Education Center helped you in your student teaching?

   Yes _____ No _____ If so, how?

   If not, how could it have been more helpful?

5. Based on the interpretation of other student teachers you know, do you think the responsibility of the college supervisor in your setting was different? If so, in what ways?

6. Do you feel that the "Steering Committee method" was useful, as it was in effect during your student teaching? If so, how?

   If not, how could it have been improved?

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Student Questionnaire

7. How could the Wheelock Faculty been more helpful to you?

8. We would welcome any additional evaluation and/or recommendations. (Please use other side of paper if necessary.)

APPENDIX B

TO: COOPERATING TEACHERS

For the past two years, we at Wheelock College have had the privilege of being associated with you. From time-to-time, we have had verbal evaluations with administrators and with some staff members. However, we find it is now time to seek a more formal indication from the participants involved in this program to find out to what extent our goals have been achieved.

Our intent was incorporated in the statement "Teacher Education Centers," a copy is attached for your convenience.

Would you be good enough to take a few minutes out of your busy schedule to respond to the following questionnaire? It would help you in answering the questions if you would read through the attached statement.

We thank you.

Cordially,

Edgar Klugman, Chairman
Teacher Education Department

QUESTIONNAIRE

(FOR COOPERATING SCHOOL FACULTY)

1. Did you have a Wheelock student as a student teacher this year?

   YES _____ NO _____ LAST YEAR? YES _____ NO _____

   Did you have a student from another institution this year or last year?

   YES _____ NO _____

2. Have the last one or two years been different for you as a teacher because of the existance of the Teacher Education Center at the Cabot School?

   YES _____ NO _____ If YES, in what ways?

3. In what ways did the Teacher Education Center help you?

4. In what ways did you feel the Teacher Education Center failed to help you?

5. Do you feel that having the Teacher Education Center at the Cabot School has contributed to the quality of the student teaching experience? If so, in what ways?

6. What do you see to be the responsibility of the Wheelock supervisor?

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Questionnaire

7. Did you seek help from the Wheelock supervisor? YES _____ NO _____

   IN WHAT AREAS?

8. What do you see as the advantages of having had a Wheelock supervisor at Cabot School?

9. How could other Wheelock faculty have been more helpful to you?

10. We would welcome any additional evaluation and/or comments.

Some Selected References

Caruso, J. Parity in Designing, Conducting and Evaluating Teacher Education Programs: A Conceptual Definition. Unpublished dissertation in process, completion date, September, 1974.

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Denemark, George W. and Yff, Joost. Obligation for Reform. Published by the American Association of Colleges for Teacher Education, 1 DuPont Circle, Washington, D.C. 20036; January, 1974.

This report of the Higher Education Task Force on Improvement and Reform in American Education describes the partnership necessary between the total educational community and the federal government. It describes the new commitments, and new responses necessary from each of the partners - schools, colleges and universities, communities, organized professionals, and governmental agencies. Each must approach this shared concern with willingness to admit possible earlier lapses and openness toward joint search for new ways of meeting the educational challenge.

Joyce, Bruce R. and Weil, Marshall. Concepts of Teachers' Centers. ERIC Clearinghouse on Teacher Education, Washington, D.C., May, 1973.

The Journal of Teacher Education. May, 1974.

The whole issue focuses on Teachers' Centers. Very comprehensive review of Teachers' Centers in America and abroad and lays before the reader the various perspectives, which need to be considered from the informal Teacher Center to the legislative political consortium mandated through political influence. The following articles are contained:

1) Teacher/Teacher Centering in America by Alan A. Schmieder (Office of Education) and Sam J. Yarger (Syracuse University);
2) The Making of a Teacher Center by James F. Collins (Syracuse University);
3) The State of the States in Teacher Centering by Emmit D. Smith (West Texas State University);
4) Comprehensive Renewal in the Public Schools: The Context and Potential of Teachers' Centers by Kenneth R. Howey (University of Minnesota);
5) A Teacher Looks at Teaching Centers and Educational Reform by J. Michael Crosby (Wilde Lake High School);
6) Teachers' Centers: An International Concept by M. Vere DeVault (University of Wisconsin at Madison);
7) Scenario on Teachers' Centers in the 1990's by Joel L. Burdin (AICTE).

Smith, Brookes. "Putting Curriculum Development and Inservice Teacher Education Together, Results: Professionalization of the Teacher and Continuous School Curriculum and Instructional Improvement." Smith, Professor of Education, Wayne State University, Spring, 1973. (Available from the author.)

This is a report on a sabbatical leave visit to the United Kingdom for study in curriculum development, dissemination and related inservice training in graduate education of teachers through the operations of school council, teacher centers and involved schools with implications and recommendations for the USA, national, state and local cooperative programs.

Thornbury, Robert, Editor. Teachers' Centers. Agathon Publisher, New York, 1973.

This book describes how British Teacher Centers originated. It also describes the organization and day to day workings of a variety of centers, new contributions to curriculum development and the effect on the lives of primary and secondary school teachers. A good view of the Teachers' Center growth and development in Great Britain.